



科技、教育及人力资源工作小组

Technology, Education & Human Resources Sub-group

工作目标及范围

- (1) 就促进粤港两地在科技、教育及人力资源培训方面合作，提出政策及策略上建议；
- (2) 推动两地的私营机构在科技及教育方面作更进一步合作；及
- (3) 与广东省及各主要城市就有关范畴建立更紧密的联系。

工作进度

自从成立以来，小组已分别听取了教育统筹局介绍目前在大珠三角地区之教育合作情况、创新科技署与内地的合作计划及知识产权署在粤港保护知识产权方面的合作和推广计划。

经深入讨论，就如何推进两地进一步合作，小组拟订了一系列工作计划，包括：

- (1) 听取更多参与机构的意见，如香港的大学，香港科技园，香港应用科技研究院等；
- (2) 与主要城市建立良好关系和探讨在小组领域中的合作机会；及
- (3) 提交科技、教育及人力资源建议书。

Objectives and scope of work

- (1) To advise on the policies and strategies on promoting Hong Kong/ Guangdong cooperation in technology, education and human resources development;
- (2) To forge closer technological and educational cooperation between the private sectors in both places; and
- (3) To establish a closer tie with the Guangdong Province and its major cities in related areas.

Work progress

Since its establishment, the Sub-group has received briefings on various issues such as educational cooperation with GPRD by Education and Manpower Bureau, cooperation programmes with the Mainland by Innovation and Technology Commission, and cooperation and promotion programmes on protection of intellectual property rights in Hong Kong and Guangdong by Intellectual Property Department.

After thorough discussion, a work plan was drawn up to take the cooperation further by:

- (1) inviting more inputs from the stakeholders such as local universities, Hong Kong Science and Technology Parks, and Hong Kong Applied Science and Technology Research Institute (ASTRI);
- (2) nurturing good working relations with major cities and exploring cooperation opportunities within the ambit of the Sub-group; and
- (3) preparing and putting forward proposals on technology, education and human resources development.

为订下工作计划，小组于2004年6月17日与八所大学(香港大学、中文大学、科技大学、理工大学、城市大学、岭南大学、浸会大学、公开大学)作初步了解并交换一些意见及现有经验。于2005年3月10日，与八所大学及教育学院就教育加入CEPA项目再深入研究及探讨现有合作项目中税务及外汇的问题。

于2004年6月18日，小组与深圳市李鸿忠市长及市领导在香港作初步会谈，讨论如何加强深圳及香港在科技及教育方面的合作，得到深圳市政府的初步支持。为跟进有关讨论事宜，小组于2004年7月21日探访深圳大学、高新区科技园、集成电路设计产业化基地(包括一些香港的大学设于深圳的科研单位及举办之课程)、深圳市所办的虚拟大学及清华大学研究院，大大提高了本小组对深圳市在科研及教育工作的认识。

小组的构思和意见

小组就粤港科技、教育及人才资源培育合作有以下构思及意见：

教育及人才资源培育

(1) 大珠三角地区经济发展迅速，工商业一直依赖从发展比较缓慢的地区聘请大量廉价劳工，他们的教育程度亦比较低，在90年代对大珠三角区工商业发展有肯定贡献。但在2000年代及对往后之长远发展，却有一定限制。大珠三角要保持长期竞争优势，面对中国加入世贸后将引入国外竞争及与国际接轨，必需在教育及培训方面作出更大努力，培养新进人才，提升现有员工学识水准和开阔他们的视野，及挽留优秀及有经验人才。

To facilitate the formulation of the work plan, the Sub-group held a meeting on 17 June 2004 with eight local universities (i.e. University of Hong Kong, Chinese University of Hong Kong, Hong Kong University of Science and Technology, Hong Kong Polytechnic University, City University of Hong Kong, Lingnan University, Hong Kong Baptist University and Open University of Hong Kong) to carry out an initial stocktaking and exchange views and experience. On 10 March 2005, the Sub-group had another meeting with the universities and the Hong Kong Institute of Education to discuss in greater depth a proposal to include education services in CEPA and explore the taxation and foreign exchange problems they encountered in their cooperation projects.

On 18 June 2004, the Sub-group had an initial discussion in Hong Kong with Mr. Li Hongzhong, the then Mayor of Shenzhen, and other senior Shenzhen officials on how to strengthen technological and educational cooperation between the two places. The Shenzhen Municipal Government expressed initial support to the cooperation. To follow up on the discussion, the Sub-group visited Shenzhen University, High New Technology Industrial Park, Shenzhen IC Base (including some R & D units set up and training classes organised in Shenzhen by Hong Kong's universities), Shenzhen Cyber University and the Research Institute of Tsinghua University in Shenzhen on 21 July 2004. The visit has significantly deepened our understanding of Shenzhen's effort in the fields of technological research and education.

Propositions and recommendations

The Sub-group has the following propositions and recommendations on Hong Kong / Guangdong cooperation in technology, education and human resources development.

Education and human resources training

(1) The business sector has been taking advantage of the cheap and abundant labour supply from the less-developed regions to underpin the rapid economic development in the GPRD region. The education level of these workers is relatively low. Despite their contribution to the industrial and commercial development in GPRD in the 1990s, there would be constraints for long term development in the 2000s and beyond. In order to sustain its competitive edges in the face of overseas competition emerged after China's accession to WTO and to link up with the world, the GPRD has to make greater efforts in promoting education and training, to nurture talents, to increase the knowledge level of serving staff and expand their horizons and to retain competent and experienced talents.

- (2) 香港在大珠三角地区投资、加工及管理的工厂雇用员工超过一千万人，培训商机庞大，香港有关机构应把握这些机会。
- (3) 大珠三角须提升教育及培训的质与量，以配合经济发展，而香港拥有世界一流师资及设施，包括专业及工商业长期及短期培训，广东省联同香港在教育及培训方面合作发展，将为两地取得一定优势。
- (4) 小组建议把教育服务包括大学、专上、专业、职业及短期培训(正规及非常规教育)加入CEPA框架，以推动大珠三角地区教育服务的双向交流合作，利用两地地理及资源优势，提供专才与国际工商管理接轨，应付加入世贸带来的商机及新挑战。
- (5) 双方政府必须对两地教育在监管确保素质条件下，对开办各层次学位、学历以及专业、职业培训等课程采取一视同仁的态度，不加设限制，让市场自行调节(义务教育和某些特殊专业除外)。认可办学机构可自由独资、合资或以合作形式在两地办学。
- (6) 两地自由办学应分期进行，如先从双方认可办学机构(大学及政府注册为专上学院等)和本科以下的认可学科、课程及短期培训(例如工商管理、工业工程、会计、商业英语等)开始，发展为全面专上教育及培训。



- (2) The number of employees working in factories and outward processing operations set up or managed by Hong Kong enterprises in PRD exceeds 10 million. Educational institutions in Hong Kong should capitalise on the enormous business opportunity flowing from the great training demand of these employees.
- (3) To keep pace with its economic development, the GPRD should enhance its education and training services in both quality and quantity. With its world class teaching staff and facilities, Hong Kong could offer various kinds of training ranging from short to long-term professional, business and industry training. It would bring mutual benefits to both places if Hong Kong and Guangdong could work together on education and training development.
- (4) Education services including university and tertiary education, as well as professional, vocational and short-term training (formal and non-formal education) should be included in CEPA to facilitate exchange of and cooperation in education services in GPRD. The close proximity of the two places and the training resources available should be put to good use to cultivate talents conversant in international business management in support of the Mainland to embrace the opportunities and new challenges brought about by its accession to WTO.
- (5) The two governments should allow educational institutions in both places to run, on an equitable basis, multi-level and multi-disciplinary courses as well as professional and vocational training programmes as long as they were up to the required standard under an appropriate quality assurance mechanism. Their operation should be regulated by market forces with no restrictions imposed (except in the case of voluntary and certain special professional programmes). Authorised educational institutions should be given a free hand to operate in both places in sole proprietorship, joint venture or partnership.
- (6) The above liberalisation measures should be introduced in phases. For example, liberalisation may start with approved educational institutions (such as universities and registered post-secondary colleges) and approved subjects, courses and short-term training programmes below undergraduate level (e.g. business administration, industrial engineering, accounting and business English) before extending to all post-secondary education and training courses.

- (7) 为扶持教育服务作为不牟利事业的发展，中央政府应给予香港教育机构国民待遇，并在外汇和税制等方面给予便利和优惠，以达到不逊于在CEPA框架下其它工商项目的投资条件。
- (8) 小组建议两地政府应促进学术人才流通，包括提供出入境便利、异地短期学习、培训、在职培训和实习。
- (9) 小组亦建议加快两地学历、专业资格及课程互认和学分免修互相衔接，以及推广两地互相开放各种专业资格联合考试，达到一试两证及相关要求的上岗证。

科技合作

- (1) 联合举办产品及设计有关的国际会议和论坛并提供专上（硕士等）及短期培训课程，提高工商业对设计的认识。



- (2) 根据泛珠三角区域合作前景和创立大经济圈发展所需，对各层次和各种专业的教育及人才培育作长远的研究和规划。
- (3) 两地应加强在科技方面的沟通，共同研究确定科技合作和发展的重点领域，以明确目标，集中资源共同发展。
- (4) 加强科研产业化，完善各类科技园区，提高孵化能力，发展出新的产业群，为传统产业提供新技术的支持。

- (7) To promote the development of non-profit making education services, the Central Government should provide Hong Kong educational bodies with the same treatment as that for their Mainland counterparts, and offer them tax incentives and concessionary treatment for foreign exchange arrangement, which would be no less favourable than the investment concessions granted to other businesses under CEPA.
- (8) The two governments should step up exchange of academics through facilitation measures for cross-boundary visit, short-term study, training including on-the-job training and practical training.
- (9) Mutual recognition of academic and professional qualifications, educational and training programmes as well as credits exemption should be expedited. Organisation of joint professional examinations should also be encouraged so that candidates who pass the relevant examination on either side could be issued with professional certificates and practicing licences in both places.

Technological cooperation

- (1) Both sides should co-organise international conferences and forums in relation to products and design, as well as postgraduate (such as Master degree) courses and short-term training programmes to enable the industrial and business sectors to gain a better understanding of product design.
- (2) A long-term study and planning for professional education and training at all levels and for different fields should be carried out, having regard to the future development of Pan-PRD cooperation and the needs arising from the establishment of a greater economic circle.
- (3) Communication in technological development should be enhanced to identify key areas of technological cooperation and development, so that resources could be marshalled for the targetted joint development projects.
- (4) Further action should be taken to promote commercialisation of R & D deliverables. Science and technology parks should also be upgraded to enhance their incubation capability with a view to developing new clusters of industries and providing new technological support for traditional industries.

(5) 研究利用邻近香港地区和香港大学师资优势，开设科技教育城，允许香港教育机构在城内采取合作、合资和合作等多种形式办学，作为特殊政策的试点，以获取经验。

未来工作

小组会继续跟进及推动把教育项目纳入CEPA框架的建议，及促进两地大学在粤港独资办学；包括：

- 提交教育加入CEPA更具体的建议书；及
- 探讨和推动与广东省政府和各市合作办学或提供独资办学的可行性。

在科研合作方面，小组会就上述的构思及意见作更深入研究，然后按优先次序与有关政府部门讨论。

(5) Guangdong should consider capitalising on its proximity to Hong Kong and the quality teaching staff in Hong Kong's universities to develop "a City of Science Education". Hong Kong educational institutions should be allowed to operate in the city in sole proprietorship, joint venture or partnership as a trial scheme of this special policy to gain experience.

Way forward

The Sub-group will follow up on the proposal to include education services in CEPA and facilitate operation of training ventures in sole proprietorship by Hong Kong/Guangdong universities in both places, including:

- put forward a concrete proposal to include education services in CEPA; and
- study the feasibility of and promote the establishment of educational institutions by Hong Kong universities in the Mainland either in collaboration with Guangdong Government and cities or in sole proprietorship.

The Sub-group will carry out in-depth study on the above propositions and recommendations in relation to technological cooperation, and raise them with the authorities concerned in order of priority.

